

## Virginia Child Welfare Staff and Provider Training

Child welfare training for local department staff that originates from VDSS is now developed entirely either within the Division of Family Services (DFS), initiated at local departments of social services (LDSS), or through the newly established Division of Workforce Development and Support (WDS). The mandated, pre-service CORE child welfare training system is fully integrated into DFS. This statewide, competency-based training system is delivered by a team of five curriculum developers (three eLearning) with the addition of one prevention curriculum developer to support the implementation of FFPSA. WDS is comprised of a Division Director, 17 part-time trainers, one training delivery supervisor, one curriculum developer supervisor, one eLearning development supervisor, one Logistics and Evaluation supervisor, administrative support/LMS registrar staff, and a training program manager. VDSS provides additional support staff at six regional training centers that provide training classrooms, computer labs, and course materials for all training.

Training that comes out of DFS is largely driven by guidance and regulations, and is conducted by VDSS staff from the home or regional Office. Training for local, department-approved providers is primarily provided by a contract with several universities and is based on the Parent Resources for Information, Development, and Education (PRIDE) curriculum.

The pre-service training developed is the legacy training system that started more than 20 years ago as the comprehensive, competency-based child welfare in-service training program, based on a model used in Ohio. Established supervisor and caseworker core competencies have guided the development of several documents to inform LDSS directors, supervisors, and caseworkers on how to best integrate training and maximize learning in order to improve child welfare services. The Family Services Programs training is tasked with providing initial pre-service training, based on these core competencies, for newer staff, as well as ongoing in-service training for supervisors and experienced workers.

In March 2017, guidance in both child protection and permanency established new mandates for an initial, in-service training program for CPS, foster care, and adoption workers, and for all new supervisors and those with less than two years of experience. Various workshops and Best Practices Webinar Series are offered throughout the year to meet continuing education activities credited toward the 24 hours of preapproved by the LDSS supervisor or person managing the LDSS programs. Continuing education activities may include organized learning activities from accredited university or college academic courses, continuing education programs, workshops, seminars, and conferences. Documentation of continuing education activities is the responsibility of the LDSS, with the help of a training tracker job aid provided by DFS training. This year's focus for ongoing continuing education has been on the upcoming implementation of the Family First Prevention Services Act and the new In-Home Services Prevention program.

The Training Manager sends notification throughout the year of national child welfare and commonwealth training opportunities that are free or inexpensive and will fulfill continuing education requirements. These include free on-line webinars and courses relevant to best practices and include the Children's Bureau CAPLearn online training and Child Welfare Virtual Expo, as well as commonwealth-wide training opportunities offered through Department of Criminal Justice Services, Department of Juvenile Justice, Community Services Boards, Department of Behavioral Health and Developmental Disabilities, etc.

The regional training schedules are posted on the Family Services Training FUSION intranet web page and are updated weekly. The Family Services Training FUSION web page has been developed to better communicate the description of our federally approved, comprehensive, competency-based training system in Virginia, including course descriptions of mandated and specialty courses, on-line training courses that help LDSS supervisors and staff meet the mandated training requirements, and training FAQs. This webpage also provides updates on new courses developed, a list of micro-learnings, a new e Newsletter titled “Training Improves Practice and Services – TIPS,” and practice-enhancement, coaching-videos, recorded webinars and podcasts. The Training Manager also attends regional supervisor and director’s meetings annually and discusses the mandated-training schedules, course sequencing, supervisor course-tracking job aids, transfer of learning activities and supervisor guides, and mandated child welfare course descriptions with pre-requisite requirements. We have also provided mini-workshops on implementing the practice profiles at the supervisor meetings and in local agencies. Key identified training issues such as class availability, waitlist enrollments, and new course development are also discussed.

The DFS pre-services and in-service training has worked to communicate with the local agencies and other divisions within VDSS on several training best practices, including:

- Partnership with division program managers, policy analysts, and federal partners
- Robust curriculum development using the ADDIE model
- Involving internal and external stakeholders in developing new curriculum, including an LDSS review of on-line curriculum and classroom piloting of new course materials
- Transfer of learning activities before, during, and after training
- Training is offered in variety of modalities: classroom, blended, eLearning, micro-learning with a major conversion to all on-line training due to COVID-19
- Trainer certification process demonstrates required knowledge and skills, yearly evaluation and review, completion of training for trainers (T4T)
- Trainers participate in bi-monthly conference calls, webinars, and transmittal policy/guidance trainings, and they attend professional development workshops to stay current with best practices
- Increased use of recorded webinars transformed into eLearning on specific timely topics
- Implementing a robust training evaluation utilizing the Kirkpatrick model

### **TRAINING REORGANIZATION:**

The newly developed Division of Workforce Development and Support (WDS) was established in 2020 to elevate training across the Human Services Portfolio and is composed of the trainers, curriculum and eLearning developers drawn from Benefit Programs, Child Care, and Family Services divisions. The purpose is to bring together the diverse yet similar training programs in a way that creates a synergy of resources, content, delivery and partnerships with local offices. The ultimate goal is to increase opportunities for LDSS employees statewide to learn and apply the critical content needed to perform their job duties. The WDS Training Manager maintains close contact and is immersed in the Family Services management meetings to support all training needs of the Division of Family Services.

With the suspension of all classroom training in March 2020 due to the COVID-19 pandemic, the WDS Training Team has broadened online learning opportunities to help learners succeed in their professional and personal learning goals. After careful research and collaboration with colleagues from other state child welfare training programs, the decision was made to

implement a four phase conversion process of all mandated classroom child welfare pre-service training and the Leadership Institute. A series of live synchronous online learning webinars were developed to bring individual and group work to life in a virtual platform and transfer learning from online to on the job through assigned activities and a proficiency test upon completion. Engagement strategies include: chat, polling, quizzes, hand raising, screen annotation, paired-chat breakout activities, etc. Participant engagement and participation are closely monitored throughout virtual classroom sessions. All online course prerequisites must be completed prior to enrolling in the webinar series in the COVLC and is monitored using the required training console in our LMS. Required training will continue to be delivered through online courses and live virtual webinar series, now indicated by a "W" after the course number. The WDS Training Team successfully converted all required pre-service training for workers to all virtual distance learning during this reporting period. Even with the ongoing conversion of all required classroom course curricula to virtual distance learning, the team provided **272 training events** with **3,985 completions** in CY20 (January through December, 2020).

Recognizing early in the COVID-19 crisis how work had abruptly shifted, the decision was made to offer a trauma informed self-care training that was available 24/7 to all workers and supervisors. Self-care is critical in child welfare and sometimes looks different in virtual environments. An online resource for additional ideas on how to ensure workers are caring for themselves in a challenging field, in a time requiring more strength than ever has been offered. This new 30 minutes training is entitled: **VDSS - GENE2000: Regulation and Resilience: Self-care Practices for Frontline Workers and Supervisors** and is available in the COVLC and on the Family Services Training FUSION website.

## **PROCESS TO PROMOTE TRANSFER OF LEARNING**

WDS Training continues to view training as a collaborative effort with the local agency to meet the emerging needs of the workforce. Research shows that activities completed before, during, and after training can help a participant better understand the content of the training and apply it on the job much more effectively. All child welfare training includes a supervisory tool, which is emailed to them when their worker completes a training session, as a way to facilitate discussion on the content of each course including specific topics covered, a description of transfer of learning from the classroom back to the local agency, and suggestions for continuing the learning process in the local department to increase the knowledge, skills and abilities of caseworkers. This transfer of learning activity must be supported by the LDSS supervisor and they must be trained on how to provide adaptive leadership skills to support new workers while completing the required training and learning new skills in order to reduce the high turnover in the local agencies.

As a way to collaborate more effectively with LDSS supervisors, a process was developed to promote transfer of learning for workers to provide direct feedback and support from the classroom to the supervisor to further enhance the skill-building and learning achieved through child welfare training. The following transfer of learning activities have been implemented into all child welfare training:

- a) Individual Action or Learning Plans – at the end of each child welfare training session each participant is ask to complete the Individual Action/Learning Plans. These course specific plans are a tool to document the learner's self-assessed strengths in mastering new materials and identify possible issues to follow-up on in the field, along with identified support and resources to enhance their learning

- b) Field Practice Activities in New Worker Policy Training – following the end of the second day of the four-day training, learners receive letters to their supervisors with suggested field practice activities to be implemented during the two weeks between the sessions of the training. The supervisor must guide the worker and sign off on the trainees completed activities which are processed with the group during the return to the classroom
- c) Transfer of Learning Supervisory Tool – Supervisor Training Follow-up Guides are emailed to the learner and their supervisor following each training session to provide specific information on the content of the training and to provide field activities to enhance the learning and skill development of the worker on the job. This provides the supervisor or their mentor on the job with helpful activities to observe their new worker's KSA's learned in the training session.
- d) Daily TOL activities have been added to the new virtual distance learning process established this reporting period to engage learners and have them practice key concepts delivered during the webinars. These daily TOL activities are then submitted back to the trainers at the end of the day for review.

### **REVISED SUPERVISORY SERIES AND NEW LEADERSHIP INSTITUTE:**

WDS Training believes that middle management and supervisors are essential to developing and sustaining successful practice skills throughout child welfare. Therefore, the CORE Supervisor Training has been developed as a competency-based training for new LDSS supervisors with less than two years of experience or supervisors needing refresher training. The Supervisor Series are two consecutive days per month for a period of four months with transfer of learning activities between sessions, building a cohort for on-going networking and support. With the COVID-19 onset and the need to convert all classroom training to virtual webinar platforms, limited work has occurred on the new Leadership Institute established and implemented with the twenty PIP agencies. The advanced leadership skills, including the Leadership Institute, is a part of the Phase Four: Advanced Skills and Leadership courses that are needing conversion. Once the Leadership Institute is fully converted and made available, a training needs survey, in addition to each course completion survey, will be launched to receive data on the impact the new Leadership Institute has had on increasing adaptive supervisory skills.

During this reporting period, work continued on building the new FUSION Supervision and Coaching Corner websites to provide additional training materials and resources. The Practice and Supervision Quick Guides were created as a component of Virginia's Leadership Institute. The Quick Guides are intended to promote ways to critically think our way through the complex information and processes of the work with families and their networks. As the worker and the supervisor coordinate their practices through the use of the guides, individuals and teams develop deliberate and consistent adaptive skill sets. They are short, concrete guides for a variety of best practices and approaches to child welfare work for workers and supervisors across the spectrum of child welfare programs. These Guides provide suggested ways to craft key questions that help the worker to build critical thinking skills and generate solutions. Key skills of the supervisor involve listening to carefully observe, understand, and promote learning through the use of curiosity and non-judgmental approach. Coaching is a way to connect feedback about skills and behavior to best practices. The Practice Quick Guides are for workers and provide an overview of the topic practice, provide areas for application, are structured approaches to implementing and provide a visual model with intentional language to use with families, children, and youth. The companion Supervision Quick Guides for supervisors provide an overview of the topic practice and ways to support workers in application, implementation,



and continued development of skill/practice. The Supervision Quick Guide provides a parallel process of the specific topic, potential challenges, and intentional language to use with workers in supervision. Currently, we have developed Best Practice Quick Guides on the following topics: Solution-focused Questions, Three Houses, Safety Assessment, Protective Capacity, Safety and Support Circles, Safety Planning, Child and Family Team Meetings, and Behavior-Based Plans. We will continue to expand the range and variety of Quick Guides to respond to needs of our front line workers and supervisors and as new best practices emerge. These Quick Guides are distributed and discussed in numerous topic specific related training sessions and will be included in In-Home Best Practices webinars and future training. Additionally, a special training was provided to the PIP agencies on the use of the Quick Guides in practice and the regional practice consultants will be using them in their regional communities of practice sessions.

### **FINAL ACADEMY IMPLEMENTATION PLAN ON HOLD:**

The Butler Study project work that was reported previously had concluded with an eighteen month development of a multi-phase Academy strategic implementation plan with a legislative proposal to support funding for this major change in training delivery. Unfortunately, this Academy model was not funded and with the development of the new WDS division, it has been put on hold. This plan included strategies for pre-service training, program-specific courses for new workers and a Leadership Institute for Supervisors and Managers. The following was an overview of key components of the proposed Training Model.

**PRE-SERVICE ACADEMY:** A six-week training series required for all new child welfare staff. Workers must successfully complete pre-service training and pass a competency exam. The training series will equip new workers with foundational knowledge, skills and competencies to meet the complex needs of children and families involved in the various facets of the child welfare system, and to improve safety, permanency and well-being outcomes of children and families. The six training modules include:

- Fundamentals of Engaging & Interviewing Families
- Legal Principles of Child Protection & Working Effectively with the Court
- Fundamentals of Conducting Family Centered Assessments
- Fundamentals of Case Planning Service Delivery
- Fundamentals of Monitoring & Adapting
- Fundamentals of Placement and Transitions

**PROGRAM-SPECIFIC ACADEMY:** A six-week training series required for all new child welfare staff that will be delivered with classroom and use of simulation labs:

- Guidance Training with OASIS
- Essentials of Prevention – In-Home Services
- Essentials of Child Protective Services
- Essentials of Foster Care
- Essentials of Adoption

**Leadership Institute:** Supervisors/Managers & Mentors Training, Transfer of Learning (TOL), Recruitment & Retention of Talent, Onboarding, Use of Data & Compliance Monitoring, Online courses completed prior to attending the Academy, KSA evaluation/certification

**Portfolio Development:** Individual development plans (IDP) to track learning and identify strengths and challenges, testing simulation proficiencies and evaluation.

**Coaching:** Lead simulation labs to measure skills and follow on the job with supervisors to assist with transfer of learning to on the job. Assist with agency mentors or senior workers the new workers will shadow to insure use of best practices in the field.

**Certification Process:** Self-assessments and testing for successful training completion evaluations and set career ladders based on proficiency for professional development.

#### **NEW TRAINER CREDENTIALING PROJECT:**

The **VDSS Trainer Credentialing** project is a process currently used by the WDS Division to partner with LDSS in crediting local employees with completion of state level curriculum that has been delivered by a local agency trainer or supervisor. This program has been designed to address the LDSS office's need to train new hires on a schedule that best aligns with the local hiring dates and still maintain course content consistency. Currently this project is piloted with the Benefits Program Training that does not have mandated or required training and involves an application process for each curriculum wanting to be trained in the local agency. There is an eight month study currently underway using the Lines of Services model to look at each program that we provide to capture current operations, envision a more ideal future, and understand the gaps that must overcome to achieve our outcomes. The Lines of Services model provides a structured approach for planning and problem solving, ensuring consistency as we plan and execute our innovations.

#### **ONGOING ADVANCED TRAINING OF TRAINERS**

WDS Training has instituted a new Trainer Workshop Model last year as a part of the trainer certification process. These one-day training of trainers events are led by the curriculum developer and lead trainer to provide a learning forum for new best practices and when new curriculum is being offered. During this reporting period, topics such as Safety Assessments and Safety Networks with CPS regional practice consultants helped to align new training curriculum content with best practices in the local agencies. Teleconferences are held with all trainers to discuss the new courses which uses new language that impacts multiple courses to improve our outcomes for children and families. Training on new Family First Prevention Services Act (FFPSA) and Virginia's implementation was provided to the training team so they can answer questions from the field and direct learners to the FFPSA micro-website for additional information. Additionally, Virginia has launched the new COMPASS Mobility APP on the iPads and WDS Training has been involved in planning for transitioning to this tool in the new worker policy with OASIS classes. The trainers have completed online training and attended multiple training sessions to learn how to use this technology. WDS has worked with the IT Portfolio Team who develops the technology and conducts the capacity building training of the COMPASS Mobility App and Portal. During this reporting period, the OASIS training for new workers is now being conducted by this training team, as the technology and OASIS updates are being made on a regular basis and this will allow for current accurate training for our workers.

#### **NEW COURSE AND MICROLEARNING DEVELOPMENT:**

**GAME4000: Engagement in Action** - Test your family engagement skills and shift your practice to the next level in this interactive game. During the 20 minute game, you will be guided through eight scenarios with a family and have the opportunity to apply your skills, hear the results of your actions, and receive feedback from a supportive coach. This game can be played multiple times as there are 32 possible learning points.

**CWSE4060: Family Search and Engagement** – This online course that refers to a collection of strategies that help locate and engage family members and fictive kin for children. These strategies aim to find relatives and other important adults who can provide permanent homes for children and youth, or caring, lifelong support networks that can provide relational permanence if relatives are unable to care for children in their homes. Pre-requisite for CWS4080.

**CWS4080: Kinship Care: Assessing Caretakers in Permanency** – This two-day classroom training to provide workers and supervisors with the family-centered and culturally responsive knowledge and skills necessary for making assessments and decisions regarding the appropriateness of relatives as placement and permanency planning resources for children requiring out-of-home care.

**MICRO105: Using the Genogram to Support Family Finding** – focus on the adaptive skills in engaging and conducting a genogram with a family. This training is in support of the new COMPASS Genogram Tool.

**MICRO3002: Adoption Funding Screen** – This micro-learning is designed to provide Family Service Specialists an overview of adoption assistance payments, including basic and enhanced maintenance, non-recurring, and special service payments. This training focuses on the data entry in the OASIS record, so it is consistent with the paper case record, the LDSS financial system of record, and the expenditures submitted for reimbursement in LASER.

**MICRO3003: Opening an Adoption Case: Bio-connect Process** – This micro-learning is for LDSS Family Services staff and provides additional training on opening adoption cases using the bio-connect process in OASIS. This training focuses on how to open adoption cases using the new search requirement when adding clients in OASIS during the bio-connect process ensuring the case is open accurately.

**CWSE3015: Adoption Assistance Screening Tool** - new recorded webinar to review the screening tool in support of the CWS3015 Adoption Assistance course.

**FSWEB1044: Practice Foundations Guidance and Engagement** - This 75 minute recorded webinar will introduce the Practice Foundations Guidance. The Practice Foundations Guidance is a chapter that presents an overview of practice principles that are integrated and underlie all of the work done on the children welfare continuum. The webinar is intended to reignite best practices around family engagement, and re-introduce the Practice Profiles for the purpose of improving the outcomes for the children and families we serve. An engagement e-toolkit and other resources are shared with participants.

**FSWEB1040: Promoting Safe and Stable Families (PSSF):** This 30 minute recorded webinar is designed for localities who participate in the Promoting Safe and Stable Families Program (PSSF). The webinar highlights the information found in the new PSSF guidance which became effective March 1, 2020. By the end of the webinar, participants will gain an understanding about the Legislative History and Overview of PSSF; Service Programs; the application process; budget requirements; Memorandum of Agreement/Understanding; Budget Lines and Funding Streams; funding requests; transfer of funding; Ongoing Requirements; Mid-year review; case documentation and sub-recipient monitoring.

**FSWEB1041: 2020 CPS Guidance Transmittal Training:** The purpose of this (Length TBD) webinar is to announce the Child Protective Services (CPS) 2020 Guidance Transmittal Training

Webinar. The webinar will review significant changes to CPS Guidance as a result of legislation passed during the 2020 General Assembly session as well as other significant practice changes.

**FSWEB1042: 2020 Foster Care and Adoption Guidance Transmittal Training:** This (Length TBD) webinar will review changes to Foster Care and Adoption guidance, including changes as a result of legislation passed during the 2020 session of the Virginia General Assembly. These legislative changes become effective July 1, 2020. Changes to the manual incorporate state laws as well as state regulations into the guidance; clarify existing guidance; and enhance guidance on meeting the safety, permanency, and well-being needs of children in foster care. Substantive changes to Foster Care guidance include changes to: Fostering Futures, exceptions to termination of parental rights, services for pregnant/parenting youth, services for children who are victims or at risk of sex trafficking, and the addition of fictive kin to KinGAP.

### **FAMILY SERVICES MANDATED TRAINING EVALUATION:**

The DFS conducted a preliminary, mandated training analysis and evaluation project for the CORE mandated training system in 2018. The purpose of this project was to determine whether and to what extent the intended target population, Family Services Specialists, are receiving mandated trainings within designated timeframes and how effective receipt of the mandatory trainings are, as defined by the Kirkpatrick evaluation model.

The Kirkpatrick evaluation model has four levels:

- Reaction (positive or negative)
- Learning (acquisition of knowledge, skills, attitude, and confidence from training)
- Behavior (application of knowledge and skills learned)
- Results/Outcomes (degree to which targeted outcomes occur as a result of training)

To properly evaluate the effect of a training event according to the Kirkpatrick model, job functions must be properly defined per agency to determine which training mandate is most applicable. Once completed, data systems that contain the necessary information to apply a training mandate must be integrated. This essential information includes job function, date of hire, and completion of mandated trainings. This information is compiled to create one helpful tool, which reflects achievement of training mandates, by agency, and initiates continued quality improvement analysis efforts, based on the Kirkpatrick model. This process has led to multiple recommendations, including system interventions that must be undertaken in order to create the data necessary to properly measure the effect of a training event on a trainee, according to the Kirkpatrick model. Other recommendations include individualizing surveys per course, including pre-test and post-test components to properly measure learning, and to use achievement of a training event as a proxy for achievement of a necessary competency, so that stage 4 results or outcomes can be measured.

The mandated training analysis has shed light on the need to have a well-trained child welfare workforce and local agencies supporting and tracking all training completions. The required training console in the Learning Management System (LMS) tracking system analysis will be continued and monitored during the regional case reviews in the local agencies. One of the lessons learned from this statewide analysis has been the need for transcripts to be updated when the commonwealth changes LMS systems. This has involved a great deal of manual entry to move old transcripts to the new system. The lowest level of mandated training completions was reported from the smaller, rural departments that have generic workers which must

complete all training mandates for all program areas: adult services, child protective services, foster care, and adoption. The mandated training analysis also presented several challenges and limitations, including aligning current job responsibilities to job titles, aligning job titles to specific mandated courses, and aligning generic workers to mandated training. It did not include information about completion within required time frame. Moving forward, training will be reviewing the effect of lack of training has on retention in Virginia, review regional analysis of data to look for trends and issues, and analyzing possible connection between low participation rates and low competency in the field. With the new reorganization of the WDS, the Logistics and Evaluation supervisor will be reviewing our internal evaluation processes. Additionally, plans are being made to conduct a statewide Training Needs Assessment in conjunction with the VDSS Division of Research and Planning.

#### **WEEKLY WDS TRAINING DASHBOARD:**

Since the implementation of the required training console on its statewide LMS, all new workers are automatically informed of their training requirements and training is tracked within set time periods for completion. Supervisors are sent automated emails with training requirements for their staff. The use of the LMS required training console has greatly improved the completion of required training for new FSS workers within the designated time frame at a rate of 97% completion. A weekly DFS Training Dashboard is created from the LMS data and distributed to both DFS and VDSS leadership. This data includes a running completion count of all classes broken down by regions for the fiscal year, no show rates identified by agency and learner, weekly count of class sessions offered with an increase of 20% for this year, outstanding training requirements by learner and agency, and a summary of trainer evaluation survey results. Additionally, the regional consultants are requesting training reports on agencies they are working with on reviews. Adding additional support staff to provide LMS registrar duties has increased our capacity to provide these necessary training reports so we can monitor valuable data to assist in our planning processes.

The COVLC reporting console provides the data necessary to run descriptive analytics per course or all courses over a given time period. This is extremely helpful for macro-level descriptive analytics including survey completion rates, and total reported level of understanding gained through a given training event. Courses are not specific to agency, and so courses are not reflective of the organizational factors inherent to each agency that can influence learning. In addition, the mandated training analysis must be broken down by agency and not by course as the CQI measures needed to evaluate the impact of a training event according to the Kirkpatrick Evaluation Model necessitate supervisor feedback for stage three on whether learning has transferred to behavior. Additional resources and staff will be required to implement this process and is part of the Butler study implementation plan. VDSS is organized at a by agency jurisdictional level, in a State supervised locally administered system, and the mandated training analysis must illustrate this if information is going to be properly disseminated and recommendations administered. Family Services Training conducted an annual evaluation survey analysis where workers reported a significant training satisfaction and impact on classroom surveys. Macro-level descriptive statistics by course have helped inform the project to this point.

Summary of classroom survey responses:

Measure	Average
Response rate	44%
Overall effectiveness of course	4.2

Understanding before course	3.1
Understanding after course	4.1
Will improve my ability to perform	4.3
Stated learning objectives achieved	4.4
Job aids effectiveness	4.3
Classroom training tools effectiveness	4.2

*Scored on a Likert scale of 1-5, where 1 is lowest and 5 is highest*

Summary of new webinars responses:

Measure	Average
Response rate	46%
The web training instructions were clear and helpful	4.6
The web training tool was easy to use	4.6
The stated learning objectives for this training was achieved	4.6
The course content will improve my ability to perform my responsibilities	4.5
The course materials and job aids I received will be useful in the field	4.5
The trainer(s) presented information in a clear and well-organized manner	4.6
The trainer(s) related the training to direct practice in the field	4.7
The training was effective	4.5
I would recommend this training to others	4.5

*Scored on a Likert scale of 1-5, where 1 is lowest and 5 is highest*

The cost allocation report process for Family Services Training is used to process and allocate all costs on a quarterly basis to appropriate state and federal grants and programs. The VDSS Virginia Learning Center (COVLC) Learning Management System Administrator is charged with verification of completion of all classroom training conducted quarterly. Each course is provided a cost code and verified by a Financial Analyst from the VDSS Federal Accounting Branch. When a new course is requested to be placed in the COVLC, the course owner is required to verify the cost code via the VLC Learning Management System Administrator and validate the cost code with the appropriate representation of the VDSS Federal Accounting Branch. At the

end of the quarter, the LMS Administrator will report against the COVLC and submit the quarterly report to the VDSS Federal Accounting Branch.

<b>ONLINE CHILD WELFARE COURSES CY2020</b>	<b>Completions</b>
VDSS - COMPASS9002E: COMPASS Mobile - iPad Basics	336
VDSS - CWSE1006: Reasonable Candidacy	259
VDSS - CWSE1515: Introduction and Intake (module 1)	252
VDSS - CWSE1515: Safety Assessment (module 2)	238
VDSS - CWSE2020: On Call for Non-CPS Workers	192
VDSS - CWSE4000: Identifying Sex Trafficking in Child Welfare	301
VDSS - FSWEB1019: Case Documentation in Child Welfare	234
VDSS - FSWEB1043: Revised SDM Intake Tool	21
VDSS - FSWEB1010: Child Protective Services Appeals Training	88
VDSS - FSWEB1032: CPS Guidance Transmittal #281 Training 2019	32
VDSS - GENE2000: Regulation and Resilience: Self-care Practices for Frontline Workers and Supervisors	385
VDSS - CWSE1002: Exploring Child Welfare (Module 1)	482
VDSS - CWSE1002: Exploring Child Welfare (Module 2)	484
VDSS - CWSE1002: Exploring Child Welfare (Module 3)	467
VDSS - CWSE1002: Exploring Child Welfare (Module 4)	465
VDSS - CWSE1041: Legal Principles in Child Welfare	354
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 1)	118
VDSS - CWSE4015: Introduction to Trauma-Informed Child Welfare Practice	428
VDSS - CWSE5692: Mandated Reporters: Recognizing and Reporting Child Abuse and Neglect	636
VDSS - CWSE1071: Introduction to SafeMeasures	181
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 1: Introduction)	318
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 2: Opening Cases and Recording Pertinent Information)	148
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 3: Search and Merge)	292
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 4: Documenting Placements and Funding)	276
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 5: Legal Documentation and Service Planning)	276
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 6: Termination of Parental Rights and Preparation for Adoption)	134
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 7: Special Circumstances and Case Closure)	128
VDSS - CWSE3030: Normalcy for Youth in Foster Care	333
VDSS - CWSE4050: Psychotropic Medications and the Child Welfare System	410
VDSS - CWSE5011: Case Documentation	541
VDSS COMPASS9006E - COMPASS Portal Navigation Overview	44
VDSS - CWSE4025: Determining initial Title IV-E eligibility (Module 2)	143
VDSS - CWSE4025: Getting started in Title IV-E (Module 1)	157
VDSS - CWSE1050: VEMAT Rater Training (Module 5)	117

VDSS - GAME4000: Engagement in Action	50
VDSS - CWSE3020 Educational Stability for Children and Youth in Foster Care	101
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) – CPS (Module 1: Introduction)	200
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 2: Intake)	364
VDSS - CWSE1510: Structured Decision Making In Virginia (Module 1: Introduction and Intake)	340
VDSS - CWSE1510: Structured Decision Making In Virginia (Module 2: Safety Assessment)	312
VDSS - CWSE1510: Structured Decision Making In Virginia (Module 3: Risk Assessment )	312
VDSS - CWSE1510: Structured Decision Making In Virginia (Module 4: Family Strengths and Needs Assessment )	309
VDSS - CWSE1510: Structured Decision Making In Virginia (Module 5: Risk Re-assessment )	309
VDSS - CWSE5501: Substance Abuse (Module 1)	210
VDSS - CWSE6010: Working with Families of Substance Exposed Infants Module 1	252
VDSS - CWSE6010: Working with Families of Substance Exposed Infants Module 2	242
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 3: Search and Merge)	341
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 4: CPS Investigations and Family Assessments)	144
VDSS - CWSE2141: Introduction to Out of Family Investigation	116
VDSS - CWSE1050: VEMAT Rater Training (Module 1)	129
VDSS - CWSE1050: VEMAT Rater Training (Module 2)	117
VDSS - CWSE1050: VEMAT Rater Training (Module 3)	117
VDSS - CWSE1050: VEMAT Rater Training (Module 4)	119
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 4: Family Assessments)	171
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 5: Investigations)	165
VDSS - CWSE1500CPS: Navigating the Child Welfare Automated System (OASIS) - CPS (Module 6: CPS Ongoing)	174
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 2 Module 2: Opening Cases and Recording Pertinent Information)	146
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 6: Special Circumstances and Case Closure)	135
VDSS - CWSE1500FC: Navigating the Child Welfare Automated System (OASIS) - Foster Care (Module 7: Termination of Parental Rights and Preparation for Adoption)	136
VDSS - CWSE2090: Injury Identification in Child Welfare	188
VDSS - CWSE3042: Interstate Compact on the Placement of Children (ICPC)	131
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 2)	95
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 3)	93
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 4)	88
VDSS - CWSE3091: Transition Planning for Youth in Foster Care (Module 5)	78
VDSS - CWSE4025: Annual Judicial Reviews (Module 5)	98
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VDSS - CWSE4025: Placement and Licensing (Module 4)	112
VDSS - CWSE4051 Psychotropic Medication Consenter	118
VDSS - CWSE5501: Substance Abuse (Module 2)	191
VDSS - CWSE5501: Substance Abuse (Module 3)	185



VDSS - CWSE5501: Substance Abuse (Module 4)	180
VDSS - FSWEB1000: Psychotropic Medications and Issues in Foster Care	95
VDSS - FSWEB1003: The Journey to Practice Enhancement	113
VDSS - FSWEB1004: Diversion Data Reporting Tool Pilot Project	19
VDSS - FSWEB1006: Investigating Financial Exploitation	61
VDSS - FSWEB1011: Using the Practice Profiles Assessment Toolkit	63
VDSS - FSWEB1015: Educational Stability for Children in Foster Care	64
VDSS - FSWEB1016: Virginia Children's Services Practice Model Implementation Study	39
VDSS - FSWEB1018: Virginia's Title IV-E Child Welfare Stipend Program New Student Orientation	17
VDSS - FSWEB1022: Promoting Safe and Stable Families Program (PSSF)	56
VDSS - FSWEB1026: This Is Trauma Informed FPM Facilitation: Fidelity to the Model	97
VDSS - FSWEB1027: Swift and Savvy Actions to Improve Safety Outcomes	135
VDSS - FSWEB1009: The Role of CPS in Supporting Fatality Review Teams	14
VDSS - FSWEB1023: OASIS 4.4	41
VDSS - FSWEB1037: Welcome to the Leadership Institute	35
VDSS - FSWEB1038: Using Data to Improve Practice & Performance	64
VDSS - FSWEB1028: It's All Relative – Supporting Kinship Care	148
VDSS - FSWEB1029: Quality Visits and Visitation	97
VDSS - FSWEB1030: Supervision of Trauma Informed Practice	54
VDSS - FSWEB1007: July CPS Transmittal 273 Training	21
VDSS - FSWEB1025: CPS Transmittal Training	35
VDSS - FSWEB1039: How To Develop and Conduct a Webinar Using GoToWebinar and GoToMeeting	15
VDSS - FSWEB1017: Prevention Guidance Transmittal Training 2018	51
VDSS - FSWEB1001: Getting Started With Coaching	45
VDSS - FSWEB1013: The Coaching Conversation	74
VDSS - FSWEB1024: Substance Exposed Infant Decision Tree Tool	74
VDSS - FSWEB1036: Domestic Violence Decision Tree Tool	83
VDSS - FSWEB1005: Fostering Futures Transmittal Training	67
VDSS - FSWEB1035: Resource, Foster and Adoptive Home Approval	63
VDSS FSWEB1041: 2020 CPS Guidance Transmittal Training	18
VDSS - FSWEB1033: Foster Care Guidance Transmittal Training 2019	53
VDSS - FSWEB1042: 2020 Foster Care and Adoption Guidance Transmittal Training	37
VDSS - FSWEB1031: PIP Virtual Data Workshop #1	15
VDSS CWS3000VLL Post Permanency Proficiency Module	16
VDSS - FSWEB1012: CPS Regulations Revised 2017	22
VDSS - FSWEB1014: Foster Care Guidance June 2017 Transmittal #274 Training	15
VDSS - FSWEB1021: Overview of the JLARC Improving Virginia's Foster Care System Report	31
VDSS - FSWEB1044: Practice Foundations Guidance and Engagement	5
FSWEB1008: Adoption Resources Exchange of Virginia (AREVA) & AdoptUSKids	6
VDSS - FSWEB1040: Promoting Safe and Stable Families (PSSF)	11
VDSS - CWSE6000: State Hotline	9

VDSS - FSWEB1034: Adoption Transmittal Training 2019	26
<b>Total Completions:</b>	<b>17,963</b>

In CY20, Family Services training provided 279 classes from January 1, 2020 to December 31, 2020, with a total of 3,758 completions. With the COVID-19 crisis, these statistics are greatly reduced from the statistics in CY19 at 703 events, a total of 9,008 completions. CY19 had the highest number of events and completions of training in recent history. The necessary time it took to convert training curriculum to a virtual platform and the need to have more than one trainer to deliver the virtual training webinars, greatly reduced our total number of training offerings. In comparison, the total number of completions of online courses in CY20 was 17,963 and have increased from 15,532 for CY19.

<b>FAMILY SERVICES CHILD WELFARE CLASSROOM AND WEBINAR TRAINING CY 2020</b>			
<b>Course Title</b>	<b>Events</b>	<b>Completions</b>	<b>Average Attendance</b>
VDSS - CWS1021: The Effects of Abuse and Neglect on Child and Adolescent Development	2	114	57
VDSS - CWS1021W: The Effects of Abuse and Neglect on Child and Adolescent Development	3	28	9
VDSS - CWS1031: Separation and Loss Issues in Human Services Practice	1	50	50
VDSS - CWS1031W: Separation and Loss Issues in Human Services Practice Webinar	8	123	15
VDSS - CWS1041: Legal Principles in Child Welfare	8	99	12
VDSS - CWS1021: The Effects of Abuse and Neglect on Child and Adolescent Development	2	114	57
VDSS - CWS1041W Legal Principles in Child Welfare Webinar	5	71	14
VDSS - CWS1061.1: Family Centered Assessment in Child Welfare	8	88	11
VDSS - CWS1061W: Family Centered Assessment in Child Welfare Webinar	5	98	20
VDSS - CWS1071: Family Centered Case Planning	6	121	20
VDSS - CWS1071W: Family Centered Case Planning in Child Welfare Webinar	4	44	11
VDSS - CWS1305: The Helping Interview: Engaging Adults for Assessment and Problem-Solving	5	78	16
VDSS - CWS1305W: The Helping Interview: Engaging Adults for Assessment and Problem-Solving Webinar	9	110	12
VDSS - CWS2000.1: Child Protective Services New Worker Training with OASIS	6	100	17
VDSS - CWS2000.1W: Child Protective Services (CPS) New Worker Webinar	9	220	24
VDSS - CWS2010: CPS Ongoing Services	4	48	12
VDSS - CWS2011: Intake, Assessment, and Investigation in Child Protective Services	5	53	11

VDSS - CWS2011W: Intake, Assessment, and Investigation in Child Protective Services Webinar	7	109	16
VDSS - CWS2020W - On Call for Non-CPS Worker Webinar Series	5	93	19
VDSS - CWS2020: On Call for Non-CPS Workers	3	27	9
VDSS - CWS2021: Sexual Abuse	5	77	15
VDSS - CWS2031.1: Sexual Abuse Investigations	5	45	9
VDSS - CWS2141: Out of Family Investigations	3	33	11
VDSS - CWS2141W: Out of Family Investigations	3	54	18
VDSS - CWS3000.1W: Foster Care New Worker Training Webinar	7	195	28
VDSS - CWS3000: Foster Care New Worker Training With OASIS	6	81	14
VDSS - CWS3010.1W - Adoption New Worker Webinar Series	3	60	20
VDSS - CWS3010: Adoption New Worker Training With OASIS	5	55	11
VDSS - CWS3015: Adoption Assistance	1	11	11
VDSS - CWS3021: Promoting Birth and Foster Family Partnerships	4	45	11
VDSS - CWS3041: Working With Children in Placement	5	85	17
VDSS - CWS3041W: Working with Children in Placement Webinar	4	55	14
VDSS - CWS3061: Permanency Planning for Teens - Creating Life Long Connections	4	31	8
VDSS - CWS3071: Concurrent Permanency Planning	2	16	8
VDSS - CWS3081: Promoting Family Reunification	3	33	11
VDSS - CWS3101: Introduction to the PRIDE Model	3	26	9
VDSS - CWS3101W: Introduction to the PRIDE Model Webinar Series	3	29	10
VDSS - CWS3103W: Mutual Family Assessment	2	35	18
VDSS - CWS4015: TRAUMA-INFORMED CHILD WELFARE PRACTICE: IDENTIFICATION AND INTERVENTION	6	95	16
VDSS - CWS4020: Engaging Families and Building Trust-Based Relationships	4	57	14
VDSS - CWS4020W: Engaging Families and Building Trust-Based Relationships Webinar	12	152	13
VDSS - CWS4030: Virginia Family Partnership Meeting Facilitator Training	2	17	9
VDSS - CWS5011 - Case Documentation	4	72	18
VDSS - CWS5011W: Case Documentation Webinar	3	47	16
VDSS - CWS5305: Advanced Interviewing: Motivating Families for Change	5	64	13
VDSS - CWS5307: Assessing Safety, Risk, and Protective Capacities in Child Welfare	6	112	19
VDSS - CWS5307W: Assessing Safety, Risk, and Protective Capacity Webinar	12	128	11
VDSS - DVS1001: Understanding Domestic Violence	4	75	19

VDSS - DVS1031: Domestic Violence and its Impact on Children	4	61	15
VDSS - DVS1051: Domestic Violence and Older Adults	2	10	5
VDSS - GEN1206: Worker Safety	1	28	28
VDSS - SUP5307 Supervising Safety, Risk, and Protective Capacity	1	23	23
VDSS - SUP5701: Principles of Leadership	3	55	18
VDSS - SUP5702: Management of Communication, Conflict & Collaboration	2	20	10
VDSS - SUP5703: Enhancing Staff Performance and Growing a Team	2	24	12
VDSS - SUP5704: Critical Issues in Family Services Supervision	2	31	16
VDSS - SUP5705: Trauma-Informed Leadership and Developing Organizational Resilience Culture	3	32	11
VDSS - SUP5710: Foundations in Coaching	1	11	11
VDSS - SUP5720: Coaching in Supervision	1	4	4
Total or Average:	279	3758	16

## NEW IN-HOME SERVICES TRAINING:

With the July, 2021 implementation of Family First Prevention Services Act in Virginia, the WDS Training Team created the 2021 Child Welfare Best Practices Webinar Series to introduce new In-Home Services. Beginning in January, 2021, this training advances learning on key skills required to demonstrate optimal practice for all family services specialists. These instructional webinars also include information for directors, managers, and supervisors, and will focus on child welfare best practices to improve outcomes for children, youth, and families in our communities. In addition, a “Practice Place” interview session will feature a subject matter expert from the field who will share their own obstacles, triumphs, and advice regarding the highlighted webinar topic. Each of the webinar sessions lasts 90 minutes and includes essential job aids and resource materials to enhance practice. All of the webinars will be recorded for online viewing in the COVLC at a later date (FSWEB Courses).

### **Webinar Title: In-Home: What Do You Need to Know? – January, 2021**

Prerequisite: CWSE1006: Reasonable Candidacy

In-Home is an alignment of CPS Ongoing and Prevention Services that prioritizes family preservation through meaningful partnerships with families and their support systems to ensure child safety, permanency, and well-being. In particular, In-Home structures all case practices around three child safety scenarios: a child living in his or her own home; a child living temporarily with a relative (kin); or a child living long-term with a relative (kin) with regular visitation with parents. This introductory webinar commences an instructional series that provides an overview of how In-Home services focuses on specific, integrated strategies directed towards teaming engagement efforts, collective, streamlined assessment decision-making, behavior-based safety goals, and needs-driven service provision. FSWEB1053

### **Webinar Title: In-Home: Collective Assessment and Planning – February, 2021**

Prerequisites: CWSE1510: Structured Decision Making in Virginia; CWS5307: Assessing Safety, Risk, and Protective Capacities in Child Welfare; and Virginia Child and Adolescent Needs and Strengths (CANS) Assessment training and certification.

In-Home prioritizes engaging families and their support systems to jointly identify safety and risk concerns while preserving family structure. This webinar details a collective assessment and planning framework used to elicit and analyze all the key information known about a child and family at any given time into domains of: risks, safety, strengths and needs. Specifically, a discussion is held around how to undertake a balanced and collective assessment approach in partnership with the family and their support system in critically thinking about what happened, is happening, and what needs to happen to enhance the child's ongoing safety, permanency, and well-being prior to service plan development as it pertains to each of the three In-Home child safety scenarios. FSWEB1054

**Webinar Title: In-Home: Assessment-Driven Service Delivery – March, 2021**

Prerequisite: CWS1071: Family-Centered Case Planning

In-Home prioritizes providing families with easily accessible, individualized services to reduce the reoccurrence of child maltreatment and out of home placement. This webinar details how to prioritize an array of needs-driven evidence-based, trauma informed services through a collaborative effort of assessing and planning with the family and their support systems in initially identifying and continually prioritizing and revising service delivery through the ongoing identification of achieved needs and/or newly identified needs as it pertains to the three In-Home child safety scenarios. FSWEB1055

**Webinar Title: In-Home: Behavior-Based Safety Goal Attainment – April, 2021**

In-Home prioritizes increasing protective factors to reduce the risk of future harm or maltreatment so that children can live safely with their families or with relatives (kin) in the children's own community. This webinar focuses upon specific, concrete strategies and actions used to effectively identify parental behavior changes and their impact upon the safety, permanency, and well-being of a child. Specifically, the webinar outlines ways to identify when an In-Home case is ready for closure based upon behavior based safety goal attainment, rather than mere service completion or compliance. Examples of best case practices are presented and structured around each of the three In-Home child safety scenarios. FSWEB1056

**Webinar Title: In-Home: Engaging Relatives (Fictive Kin) for Assessment and Planning – May, 2021**

Relatives are the preferred resource for children when they cannot live safely with their parents because it maintains the children's connections with their families in their own communities. This webinar details how to best support kinship caregivers in identifying needs, maintaining safety, and supporting biological parents when the child is not living in his or her own home. Examples of best case practices are presented and structured around each of the three In-Home child safety scenarios. FSWEB1057

**Webinar Title: In-Home: Engaging Fathers in Assessment and Planning – June, 2021**

In-Home prioritizes engaging families and their support systems to jointly identify safety and risk concerns; meaning, fathers are not exempt. This includes fathers who are living with their children, but would like to be more engaged with them, and fathers who are not living with their children full-time, or are incarcerated. This webinar details effective ways to engage fathers, addresses the implicit biases family services specialists may possess as a result of their own relationships with father figures, and most importantly, lists ways to immediately implement effective father engagement strategies. Examples of best case practices are presented and structured around each of the three In-Home child safety scenarios. FSWEB1058

## **PRE-SERVICES TRAINING REVISIONS NEEDED TO SUPPORT IN-HOME SERVICES:**

All new child welfare workers have training requirements for CPS, Permanency, and now Prevention. This required training focuses on practice competencies and transfer of learning opportunities to the actual work on the job. The following required training will be revised to support In-Home Services:

### **Instructor-led Courses:**

- CWS5307: Assessing Safety, Risk & Protective Capacity
- CWS1061 Family Centered Assessment
- CWS1071 Family Centered Case Planning
- CWS2010 CPS Ongoing/In-Home Services
- CWS1305 The Helping Interview
- CWS5305 Advanced Interviewing – Motivating Families for Change (Motivational Interviewing)
- DVS1001 Understanding Domestic Violence – conversion to online
- DVS1031 Domestic Violence and It's Impact on Children

### **Online Courses:**

- CWSE1001 Exploring Child Welfare – 4 Modules
- CWSE1510 Structured Decision Making in Virginia – 5 Modules
- CWSE1006 Reasonable Candidacy – 1 Module
- CWSE4000 Identifying Sex Trafficking in Child Welfare – 2 Modules
- CWSE5501 Substance Abuse – 4 Modules

### **New Courses Needed to Support FFPSA:**

- CWSE7000 Understanding Family First Prevention Services Act in Virginia – 5 Modules
- CWSE4060 Family Search and Engagement – 6 Modules
- CWS4080 Kinship Care in Virginia – 2 days
- CWSE5000 Preventing Premature Case Closure in CPS In-Home Services – NEW
- CWSE5010 Advocating for Child and Adolescent Mental Health Services - NEW

## **FOSTER AND ADOPTIVE PARENT TRAINING**

The purpose of foster and adoptive-family training is to enhance the knowledge, skills, and abilities of current and prospective foster and adoptive families in order for them to meet the needs of children receiving services funded by Title IV-E and/or the commonwealth. Training is composed of two major components: pre-service training and in-service training. Providers are required to complete preservice and annual in-service trainings as a condition of approval and re-approval.

Pre-service training provides prospective foster and adoptive families with knowledge, skills, and abilities that prepare them to meet the needs of children. The Foster and Adoptive Parent Home Approval Standards (22VAC40-211) require both pre-service and ongoing training. The pre-service training includes specific core competencies consistent with the parent resource for information, development and education (PRIDE) pre-service curriculum. PRIDE is made available to LDSS who wish to use this as their training curriculum. LDSS that do not use

PRIDE are able to purchase or develop an alternative curriculum and submit a copy to VDSS for approval.

In-service training is for current foster and pre-adoptive parents to refresh and enhance their knowledge and skills related to working with the LDSS and children in foster care. Families are surveyed no less than annually to determine training needs; the determination is practiced uniformly and fairly across families and involves the family in determining training needs. Although a specific number of hours is not specified, ten hours of in-service annually (per parent) should be considered the minimum acceptable amount, with no more than half of these hours obtained utilizing self-paced training methodologies (e.g., online courses, self-study books, etc.). The in-service training hours are provided as a guideline to allow providers opportunities for discussions and review related to the child's well-being, safety, and permanency. A guideline for in-service training is provided, rather than a mandate, so that a family in progress towards fulfilling the ten hours does not have a child unnecessarily removed from their home.

Section 210 of the LCPA regulation (22VAC40-131) requires the licensee ensure that pre-service training is provided for resource, foster, treatment foster, and adoptive family home providers. The core competencies are outlined in the regulation, are the same as what is found in the LDSS Foster and Adoption Parent regulation (22VAC40-211), and is left up to the LCPA to decide which program to use to cover those competencies. As a condition of initial approval and renewals of approvals each home provider is mandated to complete all required training. Training is relevant to the needs of children and families and offered by the provider throughout the year.

Using the PRIDE curriculum, the Community Resource, Adoption and Foster Family Training (CRAFFT) program promotes the well-being, safety, and permanency of children through the training of LDSS foster and adoptive parents to meet the needs of children in Virginia's child welfare system. CRAFFT's goal is to increase the knowledge and skills of foster and adoptive parents through the development and delivery of standardized, competency-based, pre-and in-service training, as required by VDSS. The standardized curriculum used are the PRIDE training curriculum and *A Tradition of Caring* (Kinship PRIDE).

CRAFFT delivers commonwealth-wide pre-service and in-service training in each region, based on the completion of an annual needs assessment completed with each LDSS. For larger agencies, CRAFFT collaborates with LDSS training staff to prepare the LDSS staff to deliver both PRIDE and/or *A Tradition of Caring* training. CRAFFT staff have served as PRIDE co-trainers with a local foster parent trainer when the LDSS has no professional trainer available. CRAFFT coordinators also conduct the following activities:

- Development and delivery of additional in-service training for foster and adoptive families, based on input from families as well as local agencies and VDSS;
- Development and maintenance of a regional training plan, updated as needed, based on the results of the needs assessment demonstrated in LDSS' local training plans;

- Close work with the regional adoption and foster recruitment consultants and training, meetings, conference calls, and activities related to the implementation of a family engagement model, permanency roundtable process, and LDSS recruitment needs, as available;
- Collaboration with the regional adoption and foster recruitment consultants around the delivery of the newly revised mutual family assessment course (CWS 3103), which covers both assessment skills and a review of foster and adoptive family approval policy and is team taught;
- Collaboration with LDSS and Virginia's adoption, foster, and kinship association, NewFound Families, to promote membership, participation in the annual NewFound Families conference/training, and development of relationships with regional NewFound Families board members and NewFound Families staff; and
- Conducting regularly scheduled regional roundtable meetings with LDSS staff and other key stakeholders to provide training and resources regarding foster and adoptive parent development and support, informing agencies of current commonwealth or program initiatives related to foster and adoptive-parent training, and allowing agencies to collaborate, exchange resources, and share challenges and solutions.

The focus of CRAFFT remains to ensure that LDSS families receive adequate training, centered on core competencies identified in the current local department resource, foster, and adoptive family home approval guidance. CRAFFT coordinators have been partnering with LDSS to respond to training needs. Intentional and timely support continues to be a focal point to meet the training demands throughout the state. Notably, for some LDSS, there is evidence of collaborative efforts, as reflected through regional trainings or training offered to multiple agencies. CRAFFT is working towards being more innovative and creative in how training is offered (e.g., more flexibility, assisting LDSS with building collaborative training opportunities, pooling resources).

CRAFFT has maintained the facilitation of scheduled roundtables, which is another opportunity to bridge communication between CRAFFT, LDSS, and community partners. The meetings highlight positive training experiences and provide an environment to dialogue regarding needs. Additionally, the discussions support sharing information that is pertinent to enhancing training efforts and what is working well within respective LDSS. There is also attention given to including CRAFFT in the child welfare continuum, as there is emphasis on the importance of providing adequate training via pre-service and in-service requirements.

In addition to the pre-service and in-service sessions facilitated by the CRAFFT coordinators, they also provided assistance to LDSS to help increase their capacity for offering training more frequently. The table below describes the training for fiscal year 2020 for foster and adoptive families.



<b>Region</b>	<b>PRIDE/Traditions of Caring hybrid pre-service training sessions</b>	<b>Foster/adoptive in-service training sessions</b>	<b>1-on-1 pre-service training sessions</b>	<b>Number of participants</b>
Central (position vacant for quarters 1 and 2)	15 sessions	0 sessions	0 sessions	55 participants
Piedmont	77 sessions	15 sessions	0 sessions	513 participants
Northern	72 sessions	10 sessions	0 sessions	374 participants
Western	67 sessions	4 sessions	0 sessions	244 participants
Eastern	57 sessions	7 sessions	0 sessions	293 participants
Total	288 sessions	36 sessions	0 sessions	1,479 participants

Throughout the pandemic, CRAFFT coordinators utilized virtual meeting platforms to conduct pre-service trainings for Virginia's kinship families and prospective foster and adoptive foster families. Use of virtual platforms allowed coordinators to hold PRIDE series more frequently and to include larger numbers of families.

CRAFFT coordinators also revised CWS 3101 Introduction to PRIDE and CWS 3103 Mutual Family Assessment in accordance with revised and updated Resource, Foster and Adoptive Family Home Approval Guidance. Beginning in October 2020, CRAFFT coordinators and Regional Resource Family Consultants have offered both curriculum in each of Virginia's 5 regions. During 2021, both CWS 3101 and 3103 will be offered monthly to ensure that all local department staff charged with training and assessing kinship, foster and adoptive families have access to preparatory trainings.

### **Child Welfare Stipend Program**

The Virginia Title IV-E Child Welfare Stipend Program (CWSP) provides exceptional MSW and BSW students the opportunity to prepare for a career in public child welfare. CWSP students receive financial support in exchange for a legally binding commitment to work in a public child welfare position in foster care or adoption in Virginia immediately following the completion of their Social Work degree program. Child welfare-specific course work, a public child welfare internship, completion of state child welfare trainings, and child welfare-specific seminars are also mandatory program components. For each year of enrollment in the CWSP, students commit to working one year in a foster care/adoption role at a local department of social services (LDSS) following graduation. Funding is provided to partner universities to award stipends on a semester-by-semester basis for CWSP students.

The Title IV-E CWSP has been implemented in phases, by student cohort, in order to grow the program methodically and sustainably. Initially, VDSS partnered with Radford University, then expanded to George Mason, Norfolk State, and Virginia Commonwealth Universities, and then with East Tennessee State University's, Abingdon, Virginia location (ETSU-Abingdon).

*Phase One* was achieved in FY16 and included creating a position and hiring a full time equivalent (FTE) CWSP State Coordinator at VDSS. The State Coordinator performs administrative functions of the program, fiscal management and sub-recipient monitoring reviews at each university, and monitors each university's progress toward contract goals and deliverables. The State Coordinator is also responsible for highlighting the program through state level and community-based representation; and, enhancing the program's efficacy and relevance through collaboration with intra- and inter-agency programs, including professional development and child welfare leadership advisory councils. The State Coordinator ensures that relevant state initiatives are incorporated into the curriculum and specialized seminars. The State Coordinator also approves required course electives, monitors and provides guidance in the student recruitment and selection processes, and meets regularly onsite and via teleconferences with university CWSP faculty and staff. The CWSP Program Coordinator is a dedicated position where 100% of work assignments are administrative functions of the CWSP.

*Phase Two* was achieved in FY17, and included the establishment of a Principal Investigator (PI) and University Coordinator at the pilot site, Radford University. The pilot began with a small cohort of three students in the initial re-establishment stage.

*Phase Three* was achieved in FY18 and FY19 and expanded the program to include five partner universities. In FY18, two cohorts of 10 students each began at each of the four "full cohort" schools, including George Mason University, Norfolk State University, Radford University, and Virginia Commonwealth University. In FY19, the program expanded to include a "partial cohort" university with ETSU's Abingdon campus. The program budget for FY19 provided stipends for a maximum of 82 students, accommodating up to 20 students at each "full cohort," partner university, and two students at the "partial cohort" university. With the addition of the fifth partner university, ETSU-Abingdon, in FY19, the stipend program has representation in each of the five distinct regions across Virginia.

*Phase Four* began during calendar year 2019 and extended into 2020 and subsequent years, as VDSS continues to explore how to best enhance and expand the program as appropriate, based on demonstrated workforce needs and demands. In 2019, VDSS enhanced the program in the following ways:

1. Expanded the CWSP student/alumni peer support network – the peer support network was expanded at both Radford University in the western and piedmont regions of the state, and George Mason University in the northern region of the state.
2. Provided all-cohort training – all university CWSP cohorts, field instructors, and regional advisory committee members had opportunities to come together for joint training, conferences, and other collaborative learning opportunities both in-person and virtually.
3. Further expanded the use of technology – utilizing virtual meeting and webinar platforms to share seminars, events, and training across cohorts, statewide. COMPASS and CWSP staff worked to provide iPads and related mobile technology training to second year, case carrying MSW stipend students in LDSS field placements.

## **2020 Updates**

In 2020, 67 BSW and MSW students were enrolled in the CWSP across the five partner universities. Recruitment for the 2019-20 academic year was robust, with 143 applications received and 58 accepted, for an overall acceptance rate of 40%. A total of 48 CWSP students graduated in academic year 2020, of which 25% graduated with a BSW degree and 75% graduated with an MSW degree. These graduates have gained full-time, qualifying foster care and/or adoption employment throughout the five regions of the Commonwealth: 19% in the

northern region; 40% in the eastern region; 11% in the central region; 11% in the piedmont region; and, 19% in the western region of the state.

In 2020, universities recruited for the 2020-21 academic year as well, receiving 136 applications and accepting 63 new students for a cross-cohort acceptance rate of 46%. The new students joined returning students to total 75 CWSP students for academic year 2020-21. Forty-four CWSP students are set to graduate in May 2021.

CWSP partners and VDSS engaged in dialogue and planning sessions throughout 2020 to design effective ways to address equity in recruiting and retaining CWSP students reflecting diversity, equity and inclusion. Each partner implements strategies that are meaningful and relevant to their unique student populations. In 2021, partners will continue to engage to better understand the recruiting gaps and needs at each university and within hiring procedures in local agencies to bolster and support a diverse and inclusive workforce.

The CWSP provides students with required trainings, coursework, and university-specific and all-cohort seminar opportunities throughout their time in the program. Students have access to the full complement of state trainings via the Virginia Learning Center, allowing them to access suggested and required trainings. All CWSP students are required to take the following training prior to graduation: Foster Care New Worker Policy; Case Documentation, Legal Principles in Child Welfare; Child Dependency Case Planning in JDR District Courts. In addition to required training, students enroll in university-specific required electives in child welfare policy and practice.

Universities offer a variety of university-specific and all-cohort seminar opportunities each semester. With the COVID-19 pandemic, many university-specific seminars have been opened to the wider CWSP audience to include students across the cohort. Seminar topics have included: Engaging Families in Child Welfare using Motivational Interviewing; Kinship Care; The Intersection of Domestic Violence and Child Welfare; Child Welfare and Trauma-Informed Practice; Fostering Futures and Independent Living; LGBTQIA+ Youth and Foster Care, Families First Act; and Human Trafficking and the Impact on Children and Youth in Foster Care. In addition to seminars, Virginia Commonwealth University hosted the first in a webinar series entitled Systemic Racism, Disproportionality and Equity in Child Welfare: Our History and Where to Focus Our Change Efforts. The webinar was moderated by CWSP students and panelists from LDSS, VDSS, and community partners. The series will continue in 2021, engaging a wide cross-section of students and professionals alike.

Each university partner has established Regional Advisory Committees, which are comprised of LDSS leadership, university child welfare faculty, state CWSP leadership, and community partners. Meetings are convened quarterly to discuss child welfare workforce needs, gain feedback on how students and graduates are performing in the field, staff any barriers to programmatic or student success, and design curriculum and para-curricular activities, including topical seminars, case simulations, employment workshops, and other events. In 2020, 33 LDSS actively participated on a Regional Committee, and four child serving agencies contributed actively.

All partner universities are in a renewal phase of the MOA process and VDSS anticipates renewing agreements with partner universities to be effective July 1, 2021. Due to the COVID-19 pandemic, East Tennessee State University–Abingdon (ETSU-Abingdon) campus is ceasing its in-person operations in Virginia, and therefore the MOA with this partner will unfortunately not be renewed. However, ETSU-Abingdon funding will be transferred to VCU in order to continue

to grow and enhance this cohort where annual demand exceeds current capacity. VDSS will continue to assess the capacity and appropriate cohort size for each partner university in future years, based on a university's ability to consistently fulfil contract deliverables, including demonstrated recruitment and retention of qualified applicants who can be successful not only in the program, but in fulfilling employment payback requirements as well.

Title IV-E CWSP program structure:

1. Program State Coordinator – Responsible for the direction of the project; supervision of staff; fiscal oversight; liaison between the Department and universities; curricular and administrative matters; reporting; and program evaluation.
2. Principal Investigators - Participating universities have designated an existing staff member as Principal Investigator (PI). The PI provides institutional oversight and shares supervisory responsibility over the program's University Coordinators. The PI is expected to hold a level of authority within their department and dedicate a portion of their time towards title IV-E Child Welfare Stipend Program activities. Additionally, the PI will be responsible for overseeing program evaluation activities, developing program evaluation reports, and participating in the Regional Committee associated with their University.
3. University Coordinator – Responsible for recruiting/accepting students into the program; monitoring and tracking student progress; oversight of field instruction placement and arrangements; assisting in post graduate transition of students; and monitoring fulfillment of student commitments.
4. Regional Committees – Responsible for reviewing and informing curriculum; identifying regional training/workforce needs in LDSS; hosting/supporting regional supplemental trainings and seminars to address specialized competencies and focus areas for students and field instructors; providing field placements and supervision/instruction to CWSP students. Membership is comprised of LDSS directors and supervisors, private child-welfare agency supervisors, CWSP alum, and university Child Welfare faculty.
5. DFS Director, Assistant Directors, and Program Manager – Responsible for reviewing and approving program policies, organizational structure and overarching program goals; review and provide feedback on annual reviews; provide input and guidance on program activities on an ongoing basis as needed; approve student selection criteria and on appeals and/or program grievances.

The CWSP incorporates high-quality supplemental training seminars, mandated state foster care training, and required Child Welfare electives. Regional Committees provide universities with the information necessary to craft regionally-responsive trainings and curricula based on workforce and population-driven needs in the surrounding LDSS. Regional Committees also provide a forum through which valuable stakeholder relationships are built, providing access to community-based expertise, social capital, and important connections to field placement and future employment opportunities within LDSS.

CWSP university and state staff gather data each year related to applicant/recipient demographics and characteristics; graduate exit survey responses; and initial workforce entry information. Baselines are established and data is tracked annually in conjunction with university partners, employing LDSS, and stipend graduates. Program evaluations will be conducted at a minimum of once every four years and will include data on the success and challenges of CWSP in terms of participant recruitment, completion, retention, and satisfaction. VDSS evaluated program graduates' perceptions of strengths/areas of growth in programmatic content, experiences in transitioning to full-time LDSS employment, and factors within their employing agency that indicate culture, climate, retention and recruitment. Due to the COVID-19

pandemic, program evaluation efforts were temporarily suspended. As program evaluation is re-prioritized and resumes, exit surveys will resume, as will the planned enhancements, including focus groups.

In future years, additional reporting on outcome measures will also be conducted to evaluate CWSP staff, contractual conditions and procedures, fiscal operations, and overall effectiveness of the program's recruitment and retention of qualified staff in child welfare. LDSS staff will be asked to evaluate the preparedness of the CWSP graduates upon their initial employment or return to their respective agencies. CWSP graduates will be asked to evaluate the degree program in which they were enrolled; their levels of satisfaction with the stipend program; their perceptions of preparedness for their agency roles after graduation; and, their job satisfaction after securing employment or return to an agency.

## Program Goals and Metrics

**Overarching Program Goal:** To cultivate and retain a highly skilled workforce that can effectively carry out the agency practice model and improve child welfare outcomes.

## Measurable Outcomes and Expectations

The Title IV-E CWSP's metrics are based on a standard metric used as a measure of program success, to include data around if the students fulfil their work repayment term; if they stay beyond their term; and, if so, where and in what capacity. These outcomes are reported at a minimum of every four years as an element of the program evaluation process. VDSS is working to ensure that the employee information in the state-wide child welfare data system (OASIS) will denote Title IV-E stipend graduates apart from non-Title IV-E graduates. The system is currently equipped to distinguish degree type (BSW/MSW versus other degree types). Data trends, results of Exit Surveys, and other related measurement mechanisms are reported via an Annual Report made available to stakeholders and associated partners.

## FY 2022 Projection - CWSP

VDSS Cost	State Match	Federal Match	Total Category Cost
1 Program Coordinator (25/75 match)	\$18,750	\$56,250	\$75,000
Benefits (39% of salary) (25/75 match)	\$7,313	\$21,938	\$29,251
Administrative Cost (including Travel) (50/50 match)	\$7,500	\$7,500	\$15,000
Promotional and Marketing (50/50 match)	\$3,500	\$3,500	\$7,000
<b>Total</b>	<b>\$37,063</b>	<b>\$89,188</b>	<b>\$126,250</b>

<b>Full Cohort Partners - George Mason, Norfolk State, Radford and Virginia Commonwealth Universities</b>	<b>State Match</b>	<b>Federal Match</b>	<b>Category Cost/School</b>	<b>Cost x 4 Full Cohort Universities</b>
<b>1 University Coordinator</b> (25/75 match)	\$18,000	\$54,000	\$72,000	\$288,000
<b>1 Administrative Staff (VCU only)</b> (25/75 match)	\$2,675	\$8,025	\$10,700	\$10,700
<b>Benefits</b> (25/75 match)	\$9,250	\$27,750	\$37,000	\$148,000
<b>1 PI Cost</b> (5% of PI salary) (25/75 match)	\$2,250	\$6,750	\$9,000	\$36,000
<b>PI Benefits</b> (portion only; corresponding to % on project) (25/75 match)	\$875	\$2,625	\$3,500	\$14,000
<b>University Indirect</b> (20% excluding Stipend) (50/50 match)	\$14,000	\$14,000	\$28,000	\$112,000
<b>Misc. Administrative Costs</b> (including Travel) (50/50 match)	\$3,000	\$3,000	\$6,000	\$24,000
<b>Course Content</b> (25/75)	\$750	\$2,250	\$3,000	\$12,000
<b>82 Stipends</b> Ranging 15-29 depending on contract (25/75)	\$51,250	\$153,750	\$205,000	\$820,000
<b>Total</b>	<b>\$102,050</b>	<b>\$272,150</b>	<b>\$374,200</b>	<b>\$1,464,700</b>
<b>Total University Cost (4 schools) including 82 Stipends</b>	<b>\$400,175</b>	<b>\$1,064,525</b>	<b>\$1,464,700</b>	

<b>Total CWSP Program Cost</b>		
<b>State Match</b>	<b>Federal Match</b>	<b>VDSS Cost + Cost of 4 Universities</b>
<b>\$437,238</b>	<b>\$1,153,713</b>	<b>\$1,590,951</b>

Expenses related to direct education administration and university indirect costs receive a fifty-fifty match rate between state and federal funds. Stipends, salaries and all other expenses are provided at a federal match rate of 75% and a state match rate of 25%, factored down by the current IV-E penetration rate.

## **Child Welfare Employee Education Assistance Program**

In accordance with federal requirements, VDSS requires that Virginia's Child Welfare Stipend Program (CWSP) recipients be enrolled in full-time BSW/MSW programs. This excludes from participation current LDSS employees who want to remain employed while attending school part-time. VDSS is committed to providing employee education support to LDSS employees who wish to obtain advanced Social Work degrees. These employees are demonstrating their commitment to LDSS agencies and to the clients with whom they work. Additionally, because they are already working in the field, they will not be surprised by the challenges they may face post-graduation. In FY18, VDSS created a Child Welfare Employee Education Assistance Program (CWEEAP) to assist full-time LDSS employees enrolled in a part-time MSW degree program at a participating stipend university. The participating CWEEAP partner universities include George Mason, Norfolk State, Radford, and Virginia Commonwealth Universities. Recipients will either already be working in foster care or adoption, or committed to transferring into such a role upon graduation.

In FY19, the first year of hosting CWEEAP participants, the program filled the 10 available slots and also filled the 10 available slots for FY20 with new and returning students. Three CWEEAP students graduated in 2020, continuing in their agency roles or taking promotional opportunities within foster care/adoption.

VDSS intends to expand the CWEEAP, when able in the future dependent on funding, to have the capacity to admit up to 20 employees from across the state. VDSS extends the reimbursement funding opportunity equitably across the state, when there is competitive demand (i.e. no more than two employees from the same local agency, no more than two from the same region, when competitive and based on the current capacity of 10 slots). VDSS anticipates again filling the 10 slots in academic year 2021-22 with qualifying LDSS workers, which will include participants continuing in their academic programs, plus new students.

### **Program Components**

CWEEAP participants receive educational assistance in the form of tuition reimbursement following each successfully completed semester, up to a maximum of \$5,000 per student per academic year. In return, students enter into a legally binding commitment for continued employment (during the program and following graduation) at their LDSS agency, either continuing in or transferring to a foster care or adoption role. The work repayment term correlates reasonably with the CWEEAP funding time period in the MSW program: for each year of CWEEAP funding toward part-time MSW tuition and fees reimbursement, six months of continuous, same-agency employment following graduation is required. To receive tuition and fees reimbursement, a recipient is required to submit to VDSS copies of university-issued invoices noting tuition and fees; proof of payment; and proof of acceptable grades (minimum of a 3.0 GPA). Tuition and fees are reimbursed up to \$2,500 per semester (not to exceed \$5,000 per year), given the recipient maintains eligibility. When a program participant qualifies for the Advanced Standing program at any participating university, reimbursement of up to either \$2,500 or \$5,000 is provided following completion of the summer semester, depending on how many credits the student has taken. Total reimbursed funding to any recipient is capped at \$20,000.

CWEEAP participants are required to complete a LDSS foster care/adoption field practicum if they do not have recent, previous, or current paid, public agency foster care/adoption work

experience. Like traditional stipend students, CWEEAP recipients are required to successfully complete the Foster Care New Worker Policy state training, if not completed during the course of their employment within the past five years; and are required to successfully complete the stipend-required Child Welfare Policy and Practice electives prior to graduating. Generally, CWEEAP participants have access to child welfare topical seminars offered to traditional stipend students at each partner university.

### **Application/Selection Process**

Until additional state funding is secured to expand the slot capacity, VDSS accepts up to 10 students in the program per year. These participants are full-time employees of a LDSS and already accepted into a MSW program at a partner university. Applicants must submit an application, a writing sample including three essay questions, a recommendation/letter of support signed by their agency Director, proof of MSW program acceptance at a participating university, and participate in a phone or in-person interview with the State Coordinator. Selection is based on a combination of the above criteria with priority given to employees with prior work experience in foster care or adoption.

Offering the CWEEAP in no way replaces or restricts the ability of any LDSS agency to offer an Employee Educational Award Program (EEAP). While an employee cannot receive both CWEEAP and LDSS EEAP funding simultaneously, those LDSS with an existing EEAP program can encourage additional employees to apply for funding through the CWEEAP. This additional funding option for those agencies with an EEAP already in place serves to increase the number of employees in the agency who are being supported toward Social Work degree attainment. And, for the many LDSS unable to secure the local match required in offering an agency-based EEAP, the CWEEAP provides an otherwise unavailable opportunity for employees to attain a MSW degree.

### **Administration of the CWEEAP**

The current VDSS Child Welfare Stipend Program State Coordinator administers the CWEEAP, supervised by a Division of Family Services Program Manager who reports to an Assistant Director. Duties include: fiscal and programmatic oversight; coordination with partner universities' MSW program staff, field departments, and scholarships and financial aid offices; monitoring and coordination of participant state training, required electives completion and appropriate field placements; continued program eligibility and academic progress; tracking of post-graduation work repayment requirements; and overall program evaluation. There are no administrative costs associated with the CWEEAP. Any IV-E or VDSS funding is strictly limited to reimbursing selected employees' MSW program tuition and fees costs.

<b>FY 2022 (2021-22 Academic Year) Projection – CWEEAP</b>			
<b>Program Cost</b>	<b>State match*</b>	<b>Federal match</b>	<b>Total cost</b>
Up to 10 employees - new and returning (\$5000 max/each) – reimbursements for tuition and fees	\$12,500	\$37,500	<b>\$50,000</b>

### **LDSS TRAINING INITIATIVES (IV-E PASS-THROUGH)**

Each year, LDSS submit a plan to provide child welfare training under this category. These plans described the type of training to be provided (i.e., new-worker or ongoing training for staff/



resource parents), as well as the topic area to be covered and the overall plan for training. Approval of LDSS training plans is contingent on the plan's compliance with federal guidelines regarding allowable expenses. This amount includes funding for purchase of services such as travel, hotel accommodations, conference fees, training supplies and/or curriculum, training equipment, contractual services for the purpose of administering training, etc. It does not include the salary and related costs incurred by LDSS staff providing training.

Training activities that are necessary for the proper and efficient administration of the Title IV-E plan will be charged at the enhanced rate of 75%, subject to the application of the penetration rate. Administrative costs, such as the salary of a LDSS-employed training staff, are part of VDSS' random-moment sampling (RMS) process. Administrative functions, excluding salaries and related expenses, related to trainings that are eligible for Title IV-E will be charged at the federal financial participation (FFP) rate of 50% with the application of the penetration rate. LDSS provide the appropriate match.

Forty nine LDSS submitted plans to provide local training. Approved training at the enhanced rate, or 75%, subject to the penetration rate, was projected to be \$1,155,700 with actual expenditures at \$545,624.93. Approved training at the 50% rate, subject to the penetration rate, was projected to be \$66,645 with actual expenditures at \$16,215.16.